Regan Geiger

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CI 510

Technology Activity

Visual Ranking

**Overview and Benefits**

When each student is ranking the items, they are mentally engaged. They are thinking about which item is better or more important than the other one, so they have to come up with certain criteria, or think about pros and cons, in order to perform this task. When they work as a team, they have to figure out a team ranking, so they have to listen to other opinions and work collaboratively to choose the rankings.

Each person on the team processes information differently, and they also have different personalities and opinions. Each person creates their own process for ranking the items. Also, depending on the subject of the items, it can also be very personal. If the team is ranking the importance of something special to them, feelings can get hurt if someone disagrees or is not open and sensitive to other team member’s opinions. You raise an important point about the need to teach courteous civic discussion.

**Try the Tool**

Teachers have to decide what the focus of the project should be. What are the students ranking and how are they ranking them? In terms of importance? In terms of which had the most impact? A decision needs to be made. They also have to describe the project to the students and assign, or let them choose, teams. Once in teams and at computers, the teacher should give the Ids and passwords that are needed to the students. A hard copy of the items would be good too, and explanations if needed. Then the teacher should now tell the students to rank the items separately and then as a team. The teacher should also let the student know how to leave comments on each ranking, is he or she so chooses. After the ranking has been completed, the teacher should show the students how they can see what other teams chose as their rankings and how to compare their rankings with the class average. Explain the meaning of correlation if needed. The teacher can leave comments on for each team, and then the teacher should lead a class discussion comparing different teams’ results. Then the teacher can instruct the teams how to print the team reports and have another discussion about the topic of the project and what they learned.

**Project Examples**

This tool can be used in any subject. It’s actually quite fascinating. It also gives the teacher a chance to be creative and invent different projects. Each activity displayed seemed like it would keep the students engaged, focused, and excited about thinking critically.

6-8 Music

When I think about curriculum goals for a certain age group, I think about what I wished I had learned at that age, what is important at that stage of musical development, important styles, eras, and notable people in music, what activities will help students acquire new skills/concept while relearning basic skills, among other things. If I were to make a Visual Ranking project of my own, I would have my students rank: tone, blend, balance, dynamics, phrasing, articulation, and style. I would have them focus on which is the most important when performing a piece. By having them write comments on each of the items on the list, it would reaffirm why each is important while performing music. The curriculum goal that would be the focus of the project would be: Students will learn how to work together perform different types of music expressively and learn what is needed in order to do that: tone, blend, balance, dynamics, phrasing, articulation, and style. Impressive application of the tool to your field. You also understand the value of having students prioritize based on a set of criteria and defend their choice to peers. +5